

Istruzione
การศึกษา
tvorjenje
Educación
Bildung
تثاقفة
civilizacio
Uddannelse
образованиe
교육
výchova
pendidikan
education
beskaving
Utbildning
Koulutus
education
Παιδεία
editim
Onderwijs
教育

Overlapping worlds: Asian and European experiences of learning and working

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Research and policy context

- Remarkable rediscovery of informal learning
- Return of the active (learning) subject
- Restructuring of labour markets, organisations and work processes (fluidity, dynamics, complexity)
- Retooling links between ET and economic competitiveness towards 'high/er skills equilibriums'



Issues and debates

- WRL/WPL as crystallisation point for theory and research
- Conceptual debates: knowledge – skills – competences
- Ideological debates: autonomy vs. instrumentalisation of education/learning
- Methodological/technical debates: how to capture learning and its outcomes/impact



Orientation points

- WPL as a form of potentially emancipatory education at individual and social levels
- Employees' views and experiences as significant parameters for evaluating practice and designing policies
- Learning as participation vs. learning as acquisition
- Expansive vs. restrictive working environments as learning contexts



Survey information

- Common instrument in 11 countries – national reports with differing accents
- 8 countries with 100+ respondents; 7 broad sectors, private and public
- More women than men; age distribution varies by country
- Mostly full-time employment; job tenure varies by country
- In most countries, at least half hold a tertiary qualification; proportion of decent salary earners varies by country
- 2012 comparative analysis: 8 datasets: CN, JP, MY, TH and AT, LV, LT, NL

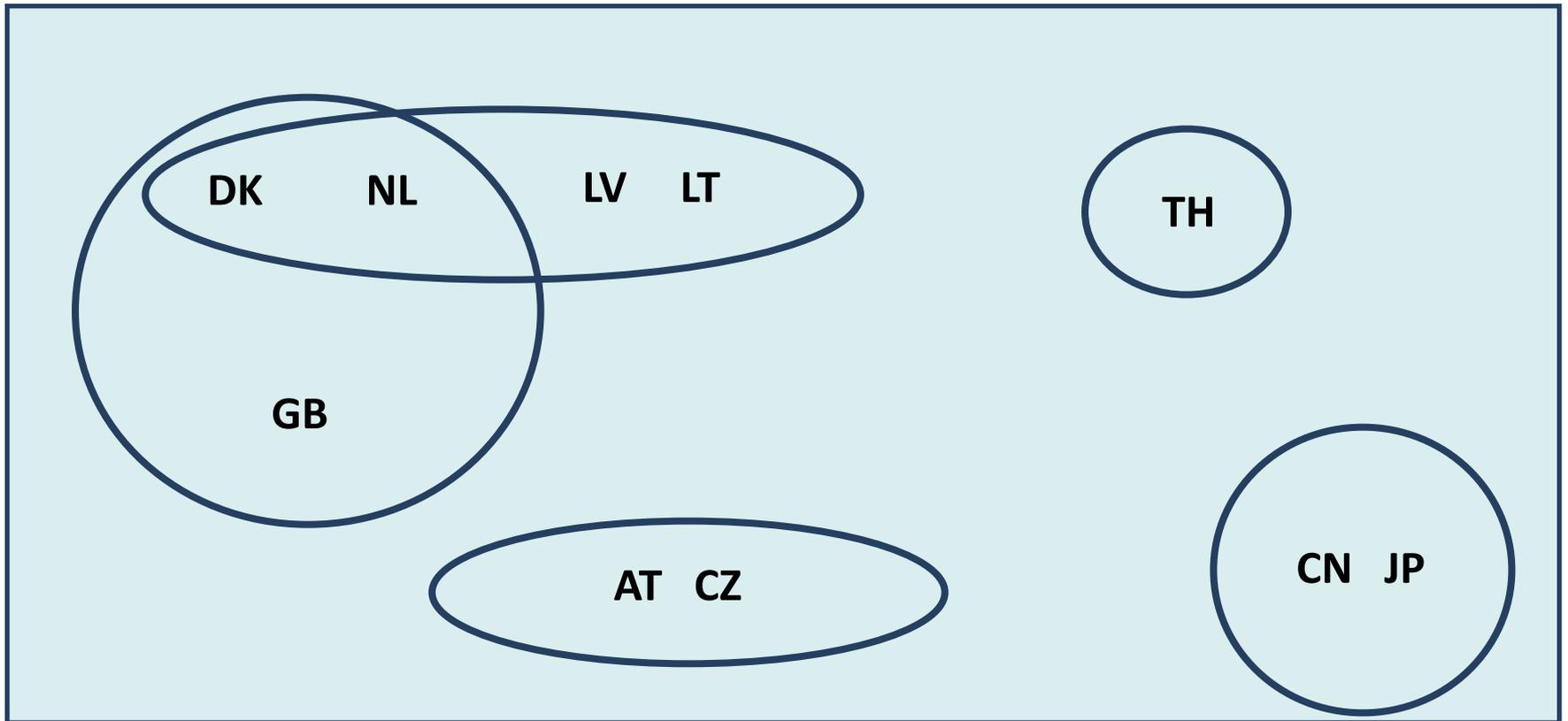


Research questions

- Learning experiences and outcomes are more fruitful when motivation is positive and participation is voluntary – but is LLL (here as CVET) more like compulsory learning? Do Asian and European employees see and judge such issues differently?
- Three questions follow:
 - What do people interpret to be ‘voluntary’ and ‘compulsory’ with respect to workplace learning? In other words: what concepts do they have about this?
 - What does their company/organization offer in terms of formal and non-formal work-related learning? Which of these are ‘voluntary’ and which ‘compulsory’?
 - How does the perception of work-related learning being ‘voluntary’ or ‘compulsory’ (or possibly: something in-between these two, such as ‘recommended’) affect people’s motivation to pursue such learning and their satisfaction with the learning they have undertaken?



Response clusters 2011



Comparative analysis: methods

- Merging files from countries and recoding some variables
- Combining some ordinal Lickert-like variables in scales ($\alpha = .47$ (extrinsic work motivation), .61, .67, .75, .82 and .86 respectively) after factor analysis
- Descriptive comparisons
- Statistical comparisons with multivariate analysis: general linear model

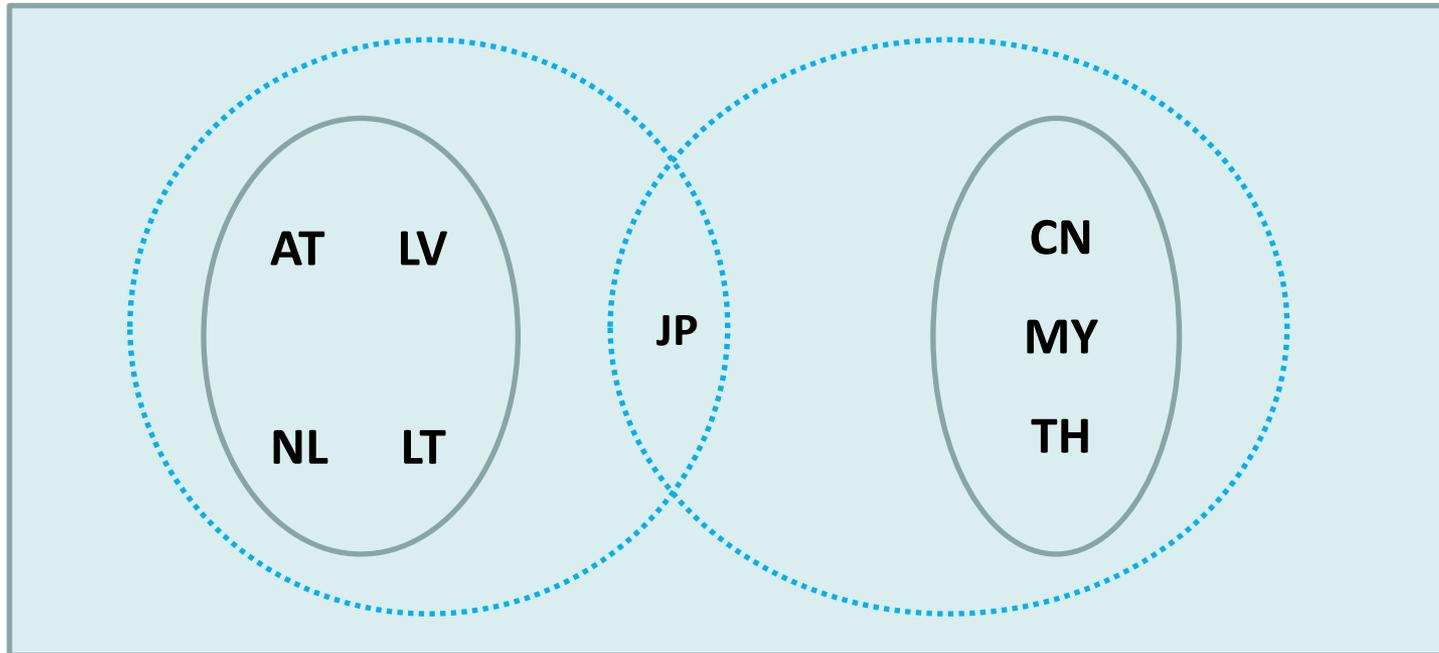


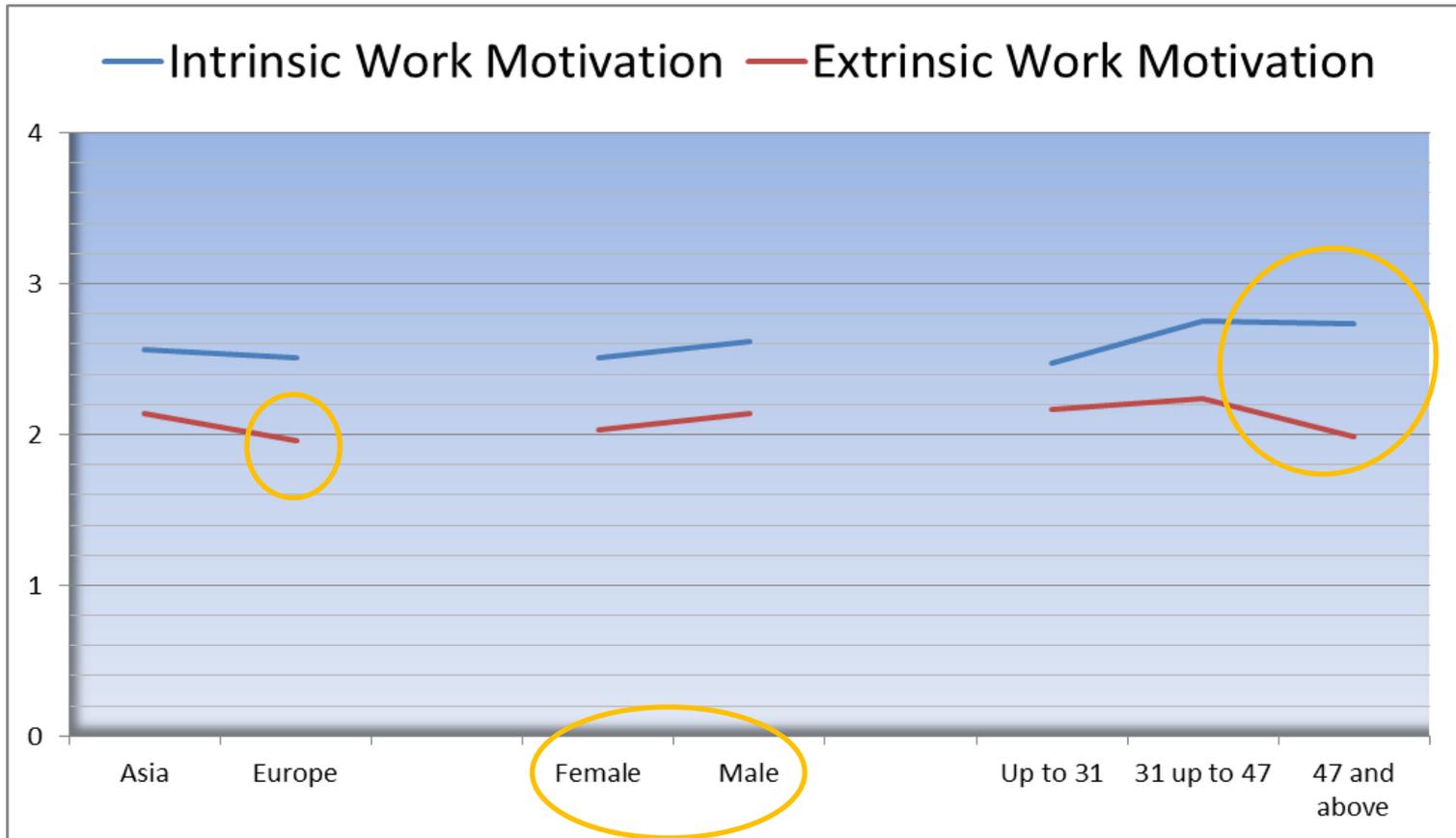
| | Σ all sectors N – % | Comm. Services N – % | F % | M % | <30yrs % | 31-47yrs % | 47+ yrs % |
|----------------|-------------------------------|----------------------------|-------------|-------------|-------------|---------------|--------------|
| CN | 557 24.0 | 307 24.1 | 76.1 | 23.9 | 79.3 | 20.1 | 0.7 |
| JP | 109 4.7 | 109 8.6 | --- | --- | ----- | ----- | ----- |
| MY | 381 16.4 | 201 15.8 | 41.3 | 58.7 | 33.8 | 60.7 | 5.5 |
| TH | 153 6.6 | 85 6.7 | 70.7 | 29.3 | 35.4 | 56.1 | 8.5 |
| Σ A | 1200 51.7 | 702 55.2 | 63.4 | 36.5 | 57.1 | 39.4 | 3.5 |
| AT | 272 11.7 | 272 21.4 | 55.8 | 44.2 | 58.2 | 39.2 | 2.6 |
| LT | 193 8.3 | 96 7.5 | 58.3 | 41.7 | 41.7 | 43.8 | 14.6 |
| LV | 480 20.7 | 123 9.7 | 31.7 | 68.3 | 55.1 | 30.6 | 14.3 |
| NL | 176 7.6 | 81 6.4 | 36.0 | 64.0 | 30.3 | 47.4 | 22.4 |
| Σ E | 1121 48.3 | 572 44.8 | 48.2 | 51.8 | 48.7 | 39.7 | 11.6 |
| Σ A + E | 2321 100.0 | 1274 100.0 | 56.1 | 43.9 | 53.6 | 39.5 | 6.9 |

Comparative analysis sample



Response clusters 2012

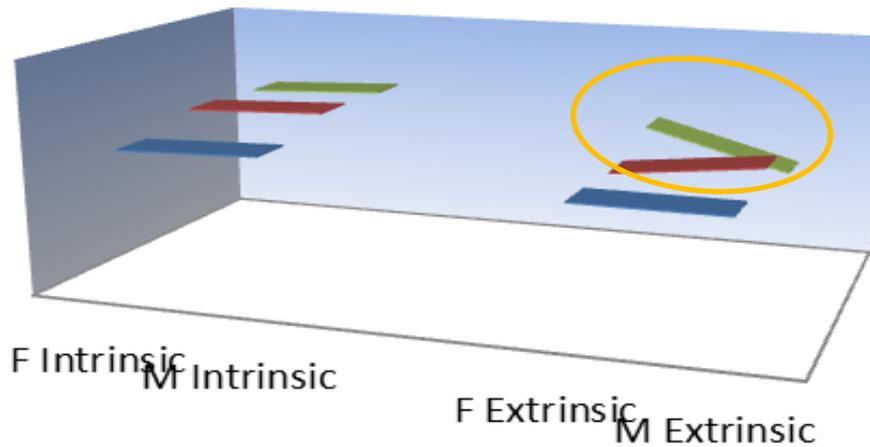




Intrinsic motivation outweighs extrinsic motivation

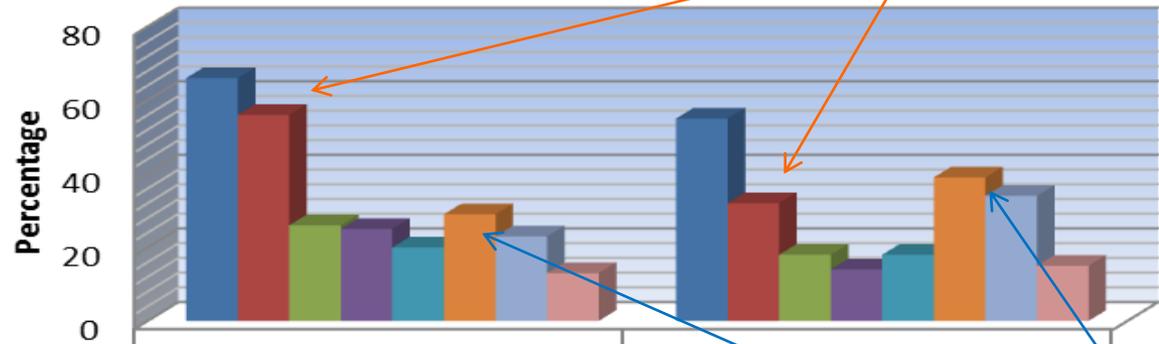
Gender and age interact

■ Up to 31 ■ 31 up to 47 ■ 47 and above



Beyond mid-adulthood,
the intrinsic-extrinsic gender balance reverses

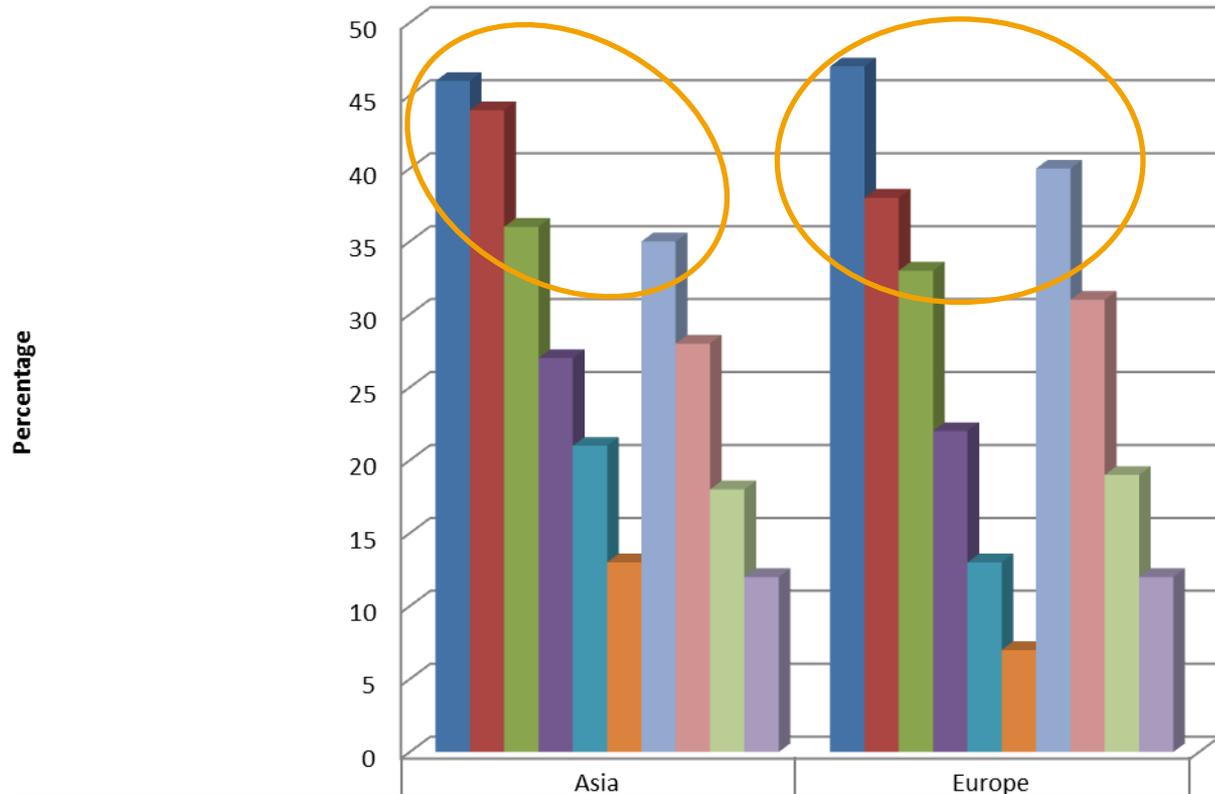
Feel encouraged to learn at work



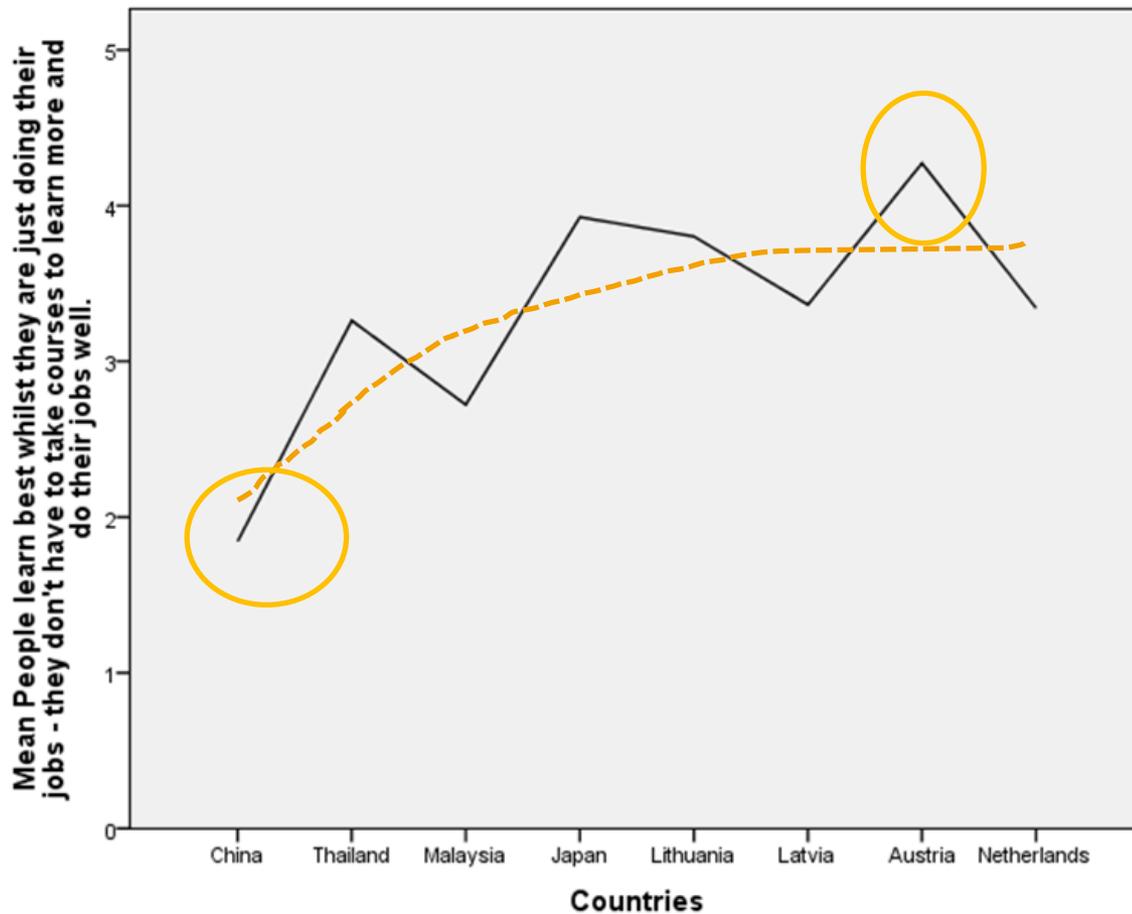
| | Asia | Europe |
|----------------------------------|------|--------|
| Concrete benefits | 66 | 55 |
| Best place to improve | 56 | 32 |
| Ideas, advice colleagues | 26 | 18 |
| Ideas, advice boss | 25 | 14 |
| Easy to learn while working | 20 | 18 |
| Employer provides useful courses | 29 | 39 |
| Simply enjoy learning | 23 | 34 |
| Good teachers, trainers | 13 | 15 |

Concrete benefits (promotion, salary, recognition) are important – but beyond this, differences emerge...

Employees feel encouraged to learn by encounters with novelty and difference

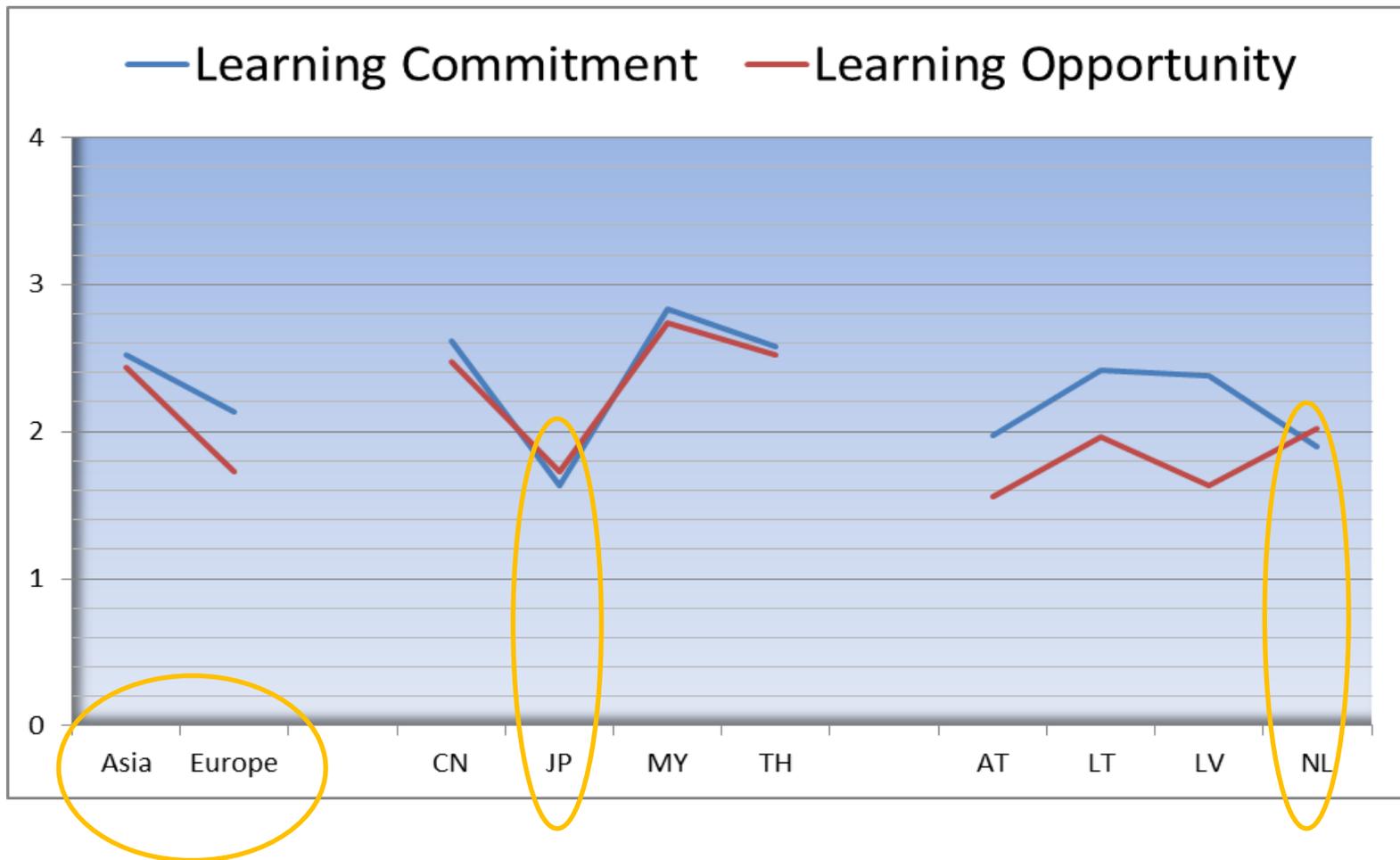


| | Asia | Europe |
|------------------------------------------------------------|------|--------|
| ■ Unexpected event | 46 | 47 |
| ■ People with different skills, backgrounds or experiences | 44 | 38 |
| ■ Doing unfamiliar things | 36 | 33 |
| ■ Remembering past mistakes | 27 | 22 |
| ■ Leading, telling, teaching other people | 21 | 13 |
| ■ Looking at and imitating people | 13 | 7 |
| ■ Something draws interest | 35 | 40 |
| ■ Observing, analysing situations | 28 | 31 |
| ■ Given a goal to achieve | 18 | 19 |
| ■ Doing things with colleagues | 12 | 12 |

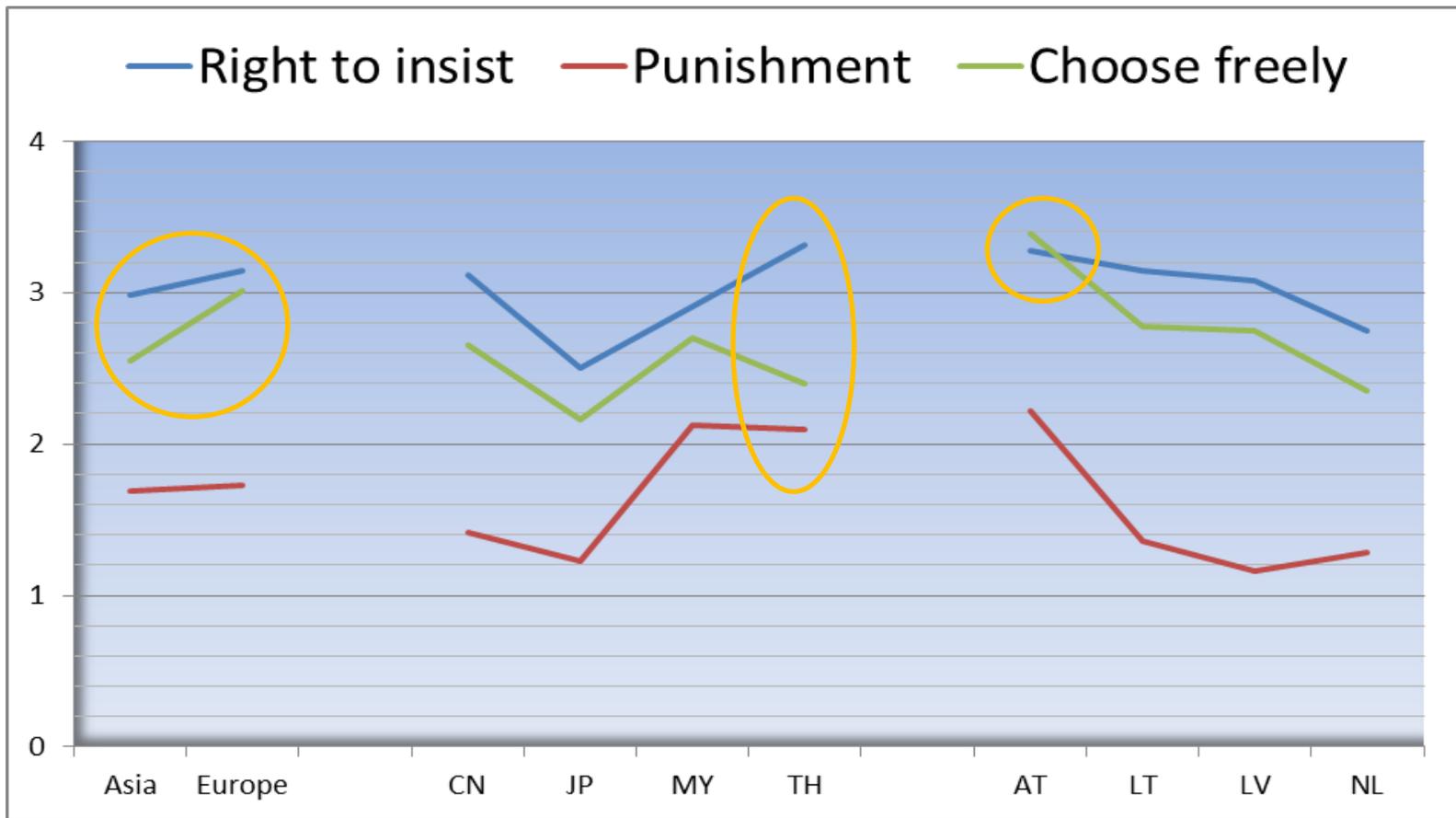


Salience of workplace learning varies by country – but also possibly between Asia and Europe

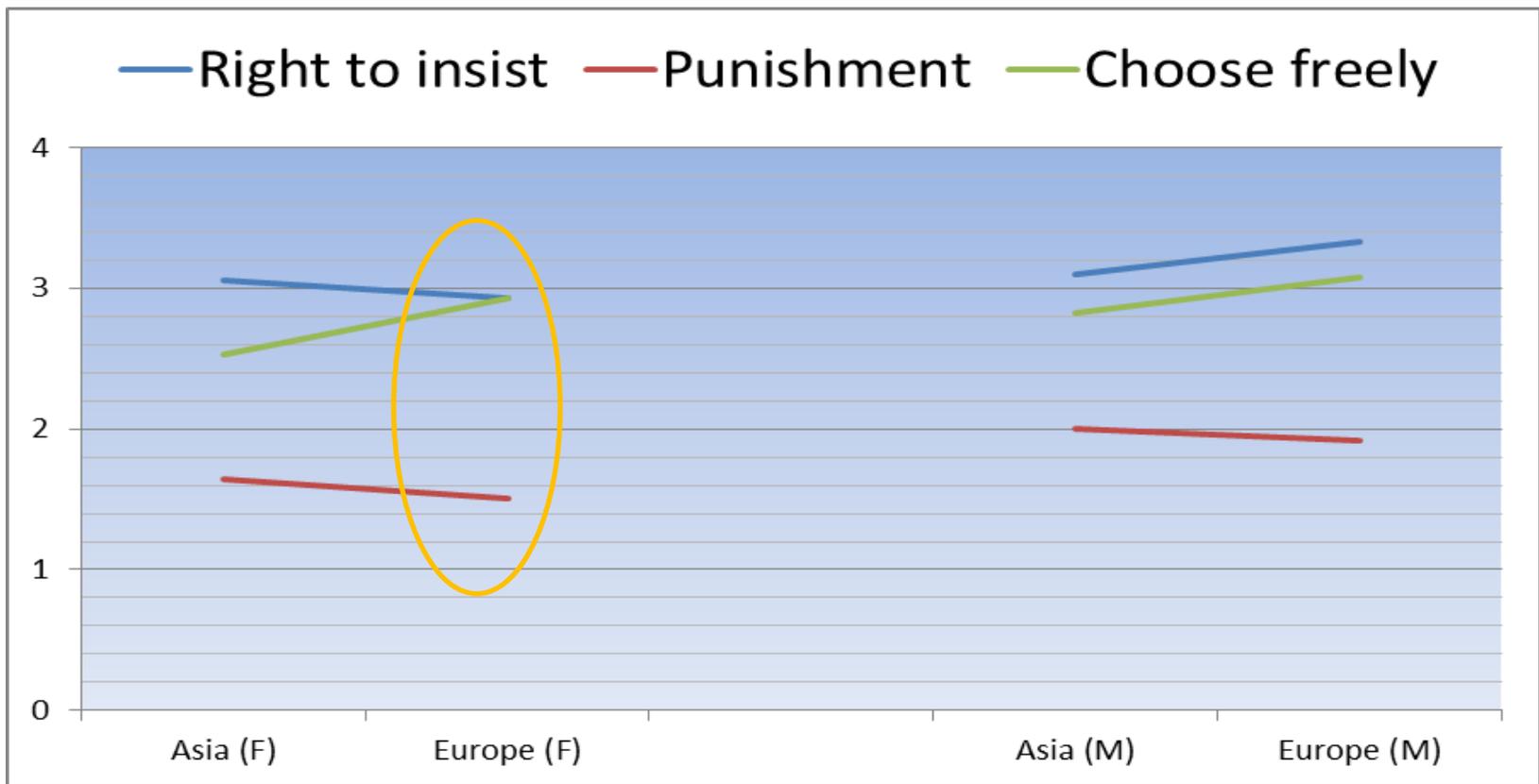
Scale: 1 = strongly agree – 5 = strongly disagree



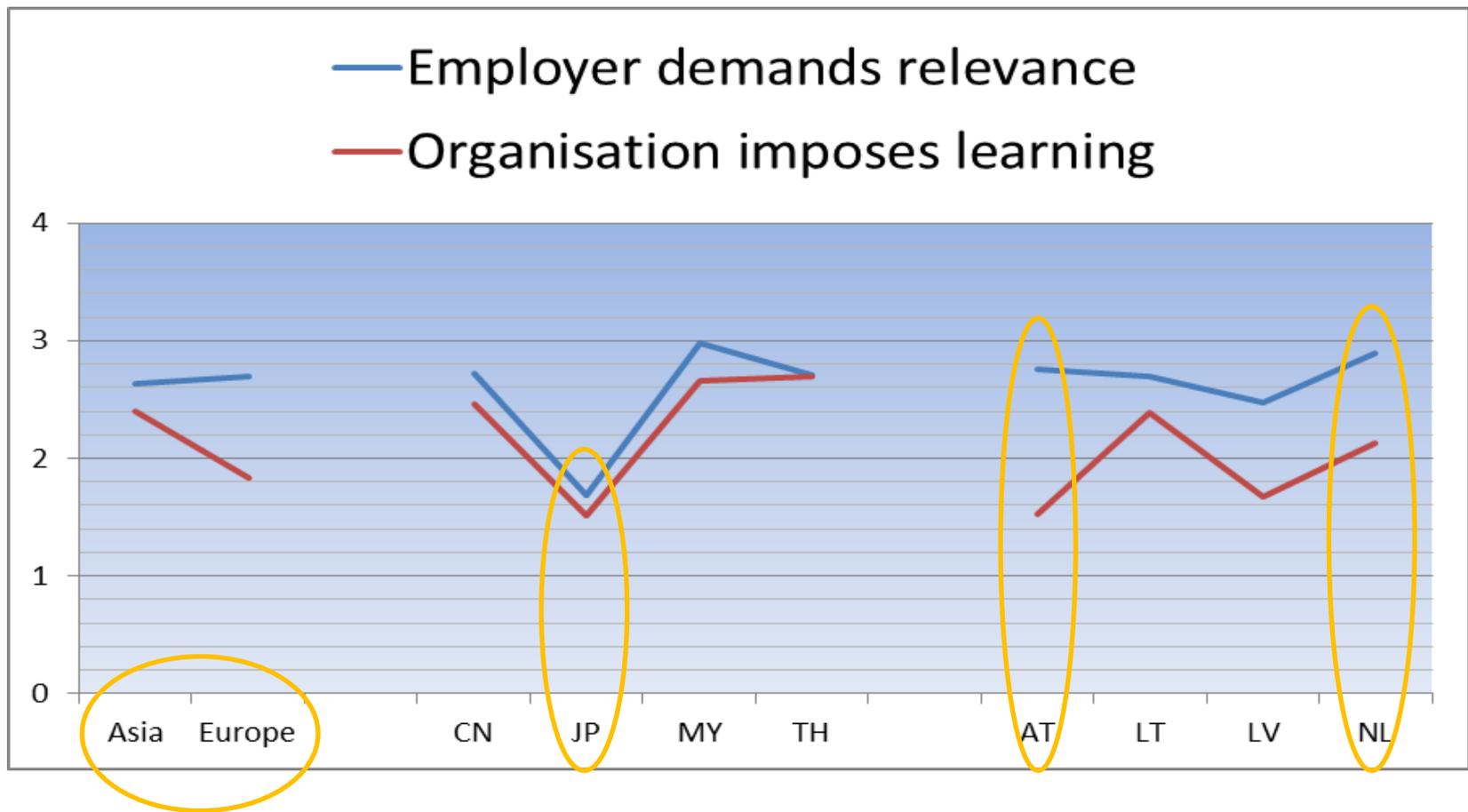
European employees are more critical of their employers provision and practice, and their expectations are higher



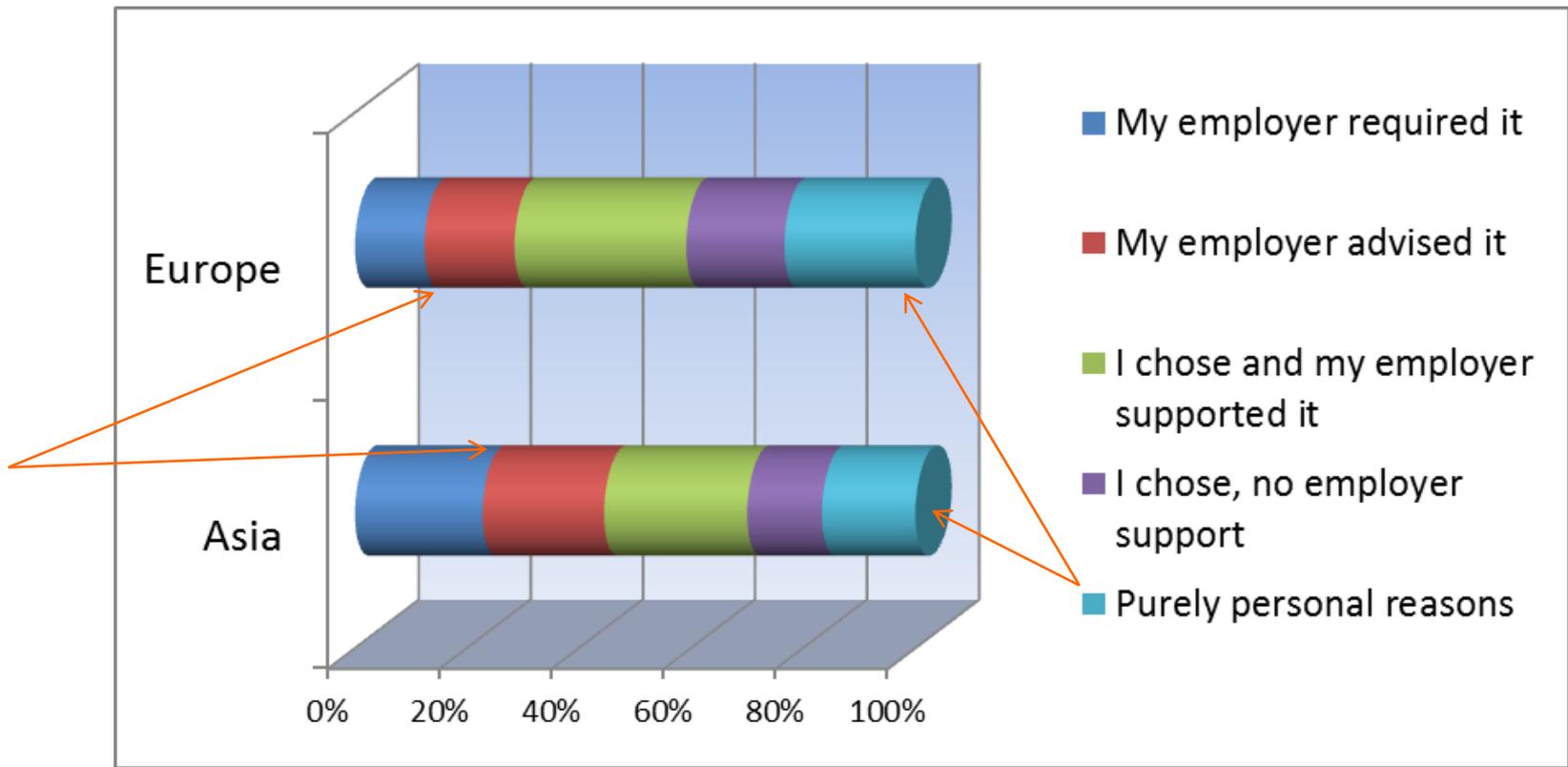
Compulsion and volition: complex patterns between employers' and employees' prerogatives



Women employees – especially in Europe – support volition and reject sanctions

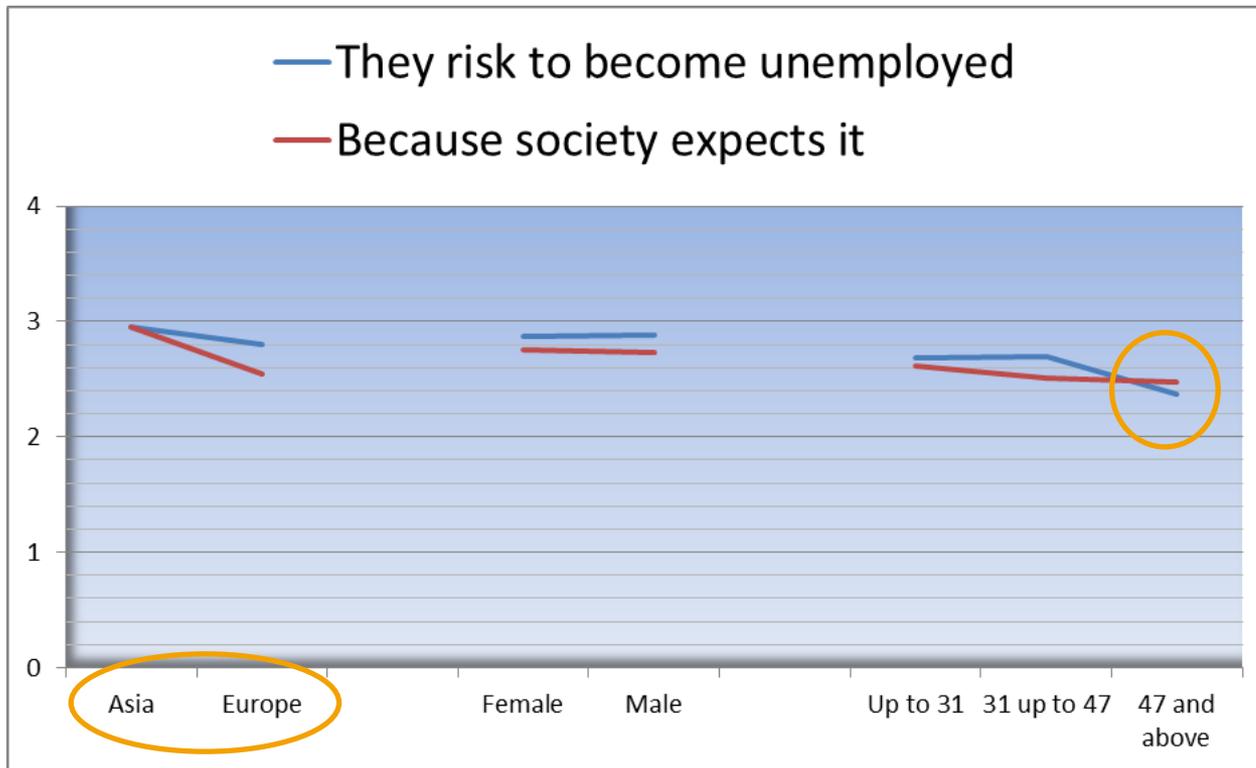


Employer-employee relations:
more direct versus more indirect



Employers in Asian countries intervene more directly in employees' decisions to pursue continuing learning

Reasons why people should continue learning



Economic and social normative framing of employees' continuing learning

Closing remarks

- Eight diverse countries, yet consistent patterns of similarities and differences emerge → overlapping worlds
- Employees' learning is situated in concrete everyday worlds between structures and agencies
- Organisational environments and their CVET policies/practices operate in specific socio-cultural and macro-economic contexts
- Compulsion and volition are not discrete categories, but a multi-dimensional, personally and socially situated continuum of negotiation and renegotiation
- Qualitative case-studies will now follow...





Asia-Europe Meeting
ASEM Education and Research Hub
for Lifelong Learning

Research Network 2: Workplace Learning

<http://www.dpu.dk/asem/researchnetworks/workplacelearning/>

We thank all our colleagues in Research Network 2 for the commitment and energy that made it possible to conduct this study.

National survey reports are available at the RN2 website,
and see our new collection:

Decoding the meanings of learning at work in Asia and Europe

L. Chisholm/K. Lunardon/A. Ostendorf/P. P. Pasqualoni (eds.)

University of Innsbruck Press: Innsbruck: 2012

<http://www.uibk.ac.at/iup/wop.html>

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